

Remember



No. 32
Winter 2007

Remembrance is Continuing the Resistance

New Jersey Commission on Holocaust Education Commemorates 25th Anniversary

Hundreds of people witnessed this historic event on Sunday, October 21, 2007, in the Theatre of Kean University in Union, New Jersey. The community audience had the privilege of hearing from New Jersey governors and legislators, as well as from a Holocaust survivor, an educator and a student. All of them spoke about the Commission's and their own involvement in the advancement of Holocaust/genocide education.

Following the presentation of colors by the Jewish War Veterans, singing of the Star Spangled Banner by Cantor David Wisnia of Har Sinai Temple, himself a death camp survivor, and the benediction by Rabbi Jerome David, Senior Rabbi of Temple Emanuel, Philip Kirschner Esq., Chair of the New Jersey Commission on Holocaust Education, greeted everyone. Throughout the program, as Master of Ceremonies introducing all the speakers, Mr. Kirschner gave a brief account of each speaker's role in the establishment and subsequent progress of the Commission.

Dr. Dawood Farahi, President of Kean University, extended official greetings and emphasized the University's steadfast support for Holocaust/ genocide education, culminating in teacher training courses that prepare educators for the extremely important mission of teaching students about the evils of prejudice, bias and bigotry and the need to combat them wherever they occur. Dr. Farahi also expressed his appreciation to the governors and legislators present for their support, especially to Governor Thomas Kean, for his visionary decision in issuing the executive order resulting in the establishment of the original Advisory Council as well as for his constant, unwavering support of prejudice reduction education.

Governor James McGreevey provided details of his involvement in supporting Holocaust/genocide education which started in 1984, when Governor Kean appointed him to the Advisory Council. As a legislator, he voted to make the Council a permanent Commission and introduced the original Mandate legislation. As governor, his support for the activities of the New Jersey Commission on Holocaust Education continued to be a high priority. He gave special recognition to Margit Feldman, death camp survivor, and Commission member, whose fervor and passion served as an inspiration to him. Other members of the Commission who received special recognition were Maud Dahme, hidden child survivor and Jeffrey Maas, second generation.

Governor James Florio was lauded for having signed legislation making the Advisory Council a permanent part of state government, and Governor Christine Todd Whitman earned the Commission's immense gratitude for signing the bill mandating the teaching of Holocaust education in New Jersey schools. As Acting Governor, and as President of the New Jersey State Senate, Richard Codey has always been and continues to be a strong advocate for the Mandate. As Speaker of the Assembly, Garabed (Chuck) Haytaian led the Assembly and encouraged the Senate to support the mandate legislation. Others, whose efforts were instrumental in advancing the cause of Holocaust/genocide education were mentioned in the commemorative program book that

traced the Commission's history from its inception as an Advisory Council established by Governor Thomas Kean on October 6, 1982. This book given to each attendee is a fine keepsake tracing an impressive history in words and photographs.

Former President of the New Jersey Senate, John O. Bennett, spoke about his integral role as a staunch supporter and advocate committed to advancing the educational goals of the Commission. Senators Lautenberg and Menendez added accounts of their constant participation in furthering the cause of Holocaust/genocide education and their commitment to making prejudice reduction education in New Jersey a national and international model to emulate.

Theodore Bikel is a man of immense talent who uses his passion for justice to teach – while he entertains. His theme at this commemorative event was the power of love that supersedes hate. For his first musical selection, he chose a song composed by a simple working man from Krakow, who exhorted his neighbors not to be bystanders while their houses burned. His next selection was a powerful rendition of "If we only had love", and he ended with a thundering vocal and guitar composition of his own in response to the obviously disproportionate suffering of some of the victims of hurricane Katrina.

Luna Kaufman's brief message represented the sentiments of most survivors. In describing her feelings as an inmate in several death camps, she exhibited the survivor community's major coping mechanism: hope of survival for a better life. She also expressed gratitude for having emerged from her suffering unscathed by bitterness, making that life possible.

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EDITOR'S APPEAL

Please forward information on all Holocaust/Genocide education activities to The Holocaust Commission, PO Box 500, Trenton, New Jersey 08625. Fax: 609-292-1211

Future Planning Seminar for Holocaust Education



On August 23, 2007, Dr. Paul Winkler, Executive Director of the New Jersey Commission on Holocaust Education, opened the one-day seminar held at Drumthwacket in Princeton by introducing Mr. Philip Kirschner, Esq., Chairperson of the Commission, who thanked the members of the Commission for their time and dedication to Holocaust and genocide education and encouraged them to look to future efforts in that crucial aspect of education – while celebrating past and current work in the area. Having briefly reviewed some past accomplishments and current projects, Dr. Winkler reiterated that the purpose of the seminar was to plan how to meet the challenges we will face in the future.

While the morning session focused on a "needs assessment", by identifying future concerns and challenges, the afternoon session dealt with planning strategies to meet those concerns. Three members of the planning committee: Jill Cerqueira (educator); Dale Daniels (Director of the Center for Holocaust Education at Brookdale Community College); and Helen M. Simpkins, (staff member of the Commission) had attended a United States Holocaust Memorial Museum future planning conference in Pittsburgh in February. Commission staff members Dr. Joan Rivitz, Ruth Respler and Larry Glaser served as recorders for the small sessions and reported back to the large group meetings. After discussions of great depth and intensity, participants found that many items on the large and comprehensive list of concerns were interrelated and overlapping in nature.

The afternoon seminar participants followed the same procedure developed in the morning session – with several small working sessions combining into a large group to share results.

At the last large group meeting of the day, as recorders shared their notes, participants added to the growing list of ideas and suggestions for strategies. They also added comments and expanded on some of the ideas advanced. In bringing the day to a close, Dr. Winkler reminded participants that this seminar was only the beginning of

an ongoing process of preparing Holocaust and genocide education for the future. He promised that each participant would receive a copy of the report that summarized the concerns, challenges and strategies that had been generated during the day's work. He indicated his intent to establish committees for each general area.


A brief overview of challenges and concerns generated in the workshop included: loss of eyewitnesses; loss of trained and committed teachers in the field; maintenance of rationale and integrity of Holocaust education with the passage of time; success in countering the influence of deniers; reliable and sufficient funding of Holocaust and genocide education through public and private sources; achieving a certain degree of consistency in methodology and content; evaluation of impact; success in convincing communities, administrators and teachers about the need to allocate sufficient time for teaching about the Holocaust, genocide and other large scale human rights violations; making connections between Holocaust/genocide education and citizenship education needs in a democratic society, with public recognition of these connections; harnessing the influence and range of mass media and technology as effective tools of Holocaust education – countering the distortions to which they are subject

Strategies to meet the above challenges included: documentation through photos, diaries and letters; technology of recorded testimony available on the Internet and other developing technological means;

preparation of second and third generation to tell the story, as well as Adopt-a-Survivor programs; effective use of museum artifacts and exhibits; preservation and expansion of library collections, encouraging informed study by students, faculty and interested scholars; expanding study trip opportunities to visit sites where Holocaust and genocide history took place. Replacement of the current crop of dedicated and knowledgeable teachers could involve: teacher preparation for the teaching of Holocaust/genocide on the undergraduate level, as well as in graduate programs; establishing a corps of skilled and experienced Holocaust/genocide education teachers to serve as mentors to novice teachers; Commission, Resource Center, college and university-developed sound in-service programs at no cost to school systems; summer or school break teacher training programs, compensating teachers for their time; pro-active Centers to reach out to school – instead of waiting for the opposite to occur.

Maintaining rationale and integrity of Holocaust/genocide education includes bridging the gap of time; offering sound educational reasons for pursuing knowledge of the Holocaust and of other large scale human rights violations; emphasis on the development of critical thinking skills through the Holocaust education process and their application to other areas of education and life skills; development of strategies and activities to encourage students to apply the newly-gained critical thinking skills to take action in real life situations and events.

A well-informed citizenry is the best antidote to the poison spread by deniers. This may be accomplished by critical examination of extensive documentation; exposure of the fallacies of self-proclaimed "evidence"; through effective public relations programs and media literacy. Reliable and sufficient funding for Holocaust/genocide education involves a program to identify and reach out to individual and organizational resources; establishment of Holocaust education trust funds; government funding; possibility of the claims conference as a resource.



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Holocaust Center News

● Kean University Holocaust Genocide Resource Center

Holocaust Resource Center Public Forum Programs

November 26 – 27, 2007, featured two important public lectures. On the first day, Dr. Deborah Dwork, historian, lecturer, author, Holocaust scholar and Director of the Strassler Family Center at Clark University spoke about *Rescue: Choices and Decisions*. On the second day, the academic and community audience heard from Nesse Godin, survivor of a Lithuanian ghetto, the Stutthof concentration camp, four labor camps and a death march. This dynamic lecturer discussed "Remembering the Holocaust".

On December 7, Stephen Wessler, Esq., Director of Civil Rights Enforcement in Maine, Director of the University of Southern Maine for the Prevention of Hate and Violence and co-author of the "Respectful School", was the feature presenter on the all-important subject of "Strategies for Preventing Bias and Harassment".

Teaching the Holocaust course

During the fall 2007 semester, this sought-after free graduate course is offered in the Caldwell West, East Brunswick, South River and Watchung Regional School Districts. One of its requirements is a full-day visit to the United States Holocaust Memorial Museum.

● Ramapo College Center for Holocaust & Genocide Studies

Gumpert Teachers' Workshop



On April 19, 2007, the Center, in collaboration with the New

Jersey Commission on Holocaust Education, held its Gumpert Teachers' Workshop for 70 teachers on the timely subject of Teaching About Contemporary Genocides *Real-Time: Darfur and Beyond*. Dr. Beth Barnett, the College's Provost, opened the program by acknowledging the work of classroom teachers. Dr. Dennis Papazian extended a warm welcome on behalf of the Commission and emphasized the importance of genocide education in the face of deniers. He added that the Turks have, so far, not only failed to accept responsibility for the Armenian genocide, but also attempted to criminalize those who asserted otherwise. Dr. Joyce Apsel, Master Teacher in Humanities at New York University, founder and director of Rights Works International, a not-for-profit human rights education project, lecturer and writer on issues of genocide, peace and human rights and co-editor of *Teaching About Human Rights*, was the keynote speaker. Recently, she compiled the teaching guide *Darfur: Genocide Before Our Eyes*. Adelbagy Abushanab, native of the troubled Sudanese region and President of the Darfur Rehabilitation Project depicted how the military dictatorial elite engineered the tragedy by exploiting competition for resources between the farmers and herders who had, until then, lived in relative harmony – replacing conflict resolution with conflict itself. Hunterdon Regional High School teacher, Ann Helfant, who had developed a course covering genocide throughout history – from the Hereros of Africa to Darfur and still presides over Help Darfur now, made a powerful presentation. In addition to her infectious enthusiasm, her colleagues praised her for providing them with suggestions about lesson plans and teaching strategies. Ramapo College student activists Andy Simon and Steve Pardalis who founded Ramapo's Save Darfur Club, explained how the club functioned on campus and in local high schools, raising awareness about the unfolding tragedy, thus playing a significant role in genocide education. As a result of their efforts, the Club received the 2006-07 "Outstanding New Organization of the

Year" award from the College's Division of Student Affairs.

Diverse Programming for New Audiences

On October 23, 2006, the fall series featured a dual-language program by Jorge Kleinman of Buenos Aires, Argentina. His Spanish presentation was delivered in English by Karl Waigenheim, who had translated Klainman's book, *the Seventh Miracle*. Ramapo's Spanish Studies Program co-sponsored the event. As a slight 15-year-old, Jorge miraculously survived his own execution. This retired businessman who managed to put the horrors of his youth behind him, celebrated his 68th birthday by breaking down the "wall of silence" he had built "brick by brick" to tell the story of the six miracles that had saved his life. His having written the book constitutes the seventh miracle.


At a joint commemoration with Temple Beth Haverim in Mahwah, funded through a generous private donation to the United States Holocaust Memorial Foundation's Center for Advanced Holocaust Studies, Ilana Offenberger of the United States Holocaust Memorial Museum in Washington spoke on *Kristallnacht in Vienna: Fragments of a Shattered World*.

On December 4, 2006, the Center, along with the History Club and Hillel, co-sponsored Princeton historian Jan Tomasz Gross' address on the subject of his recently published book, *Fear: Anti-Semitism in Poland After Auschwitz*. The presentation explored how the Catholic Church, the Communist Party workers and intellectuals responded to Jews being murdered by their fellow citizens – just months after being liberated from a five-year Nazi occupation. In his prior work, *Neighbors*, Jan Gross argued that Poles, rather than the German occupiers, conducted a massacre in the Polish town of Jedwabne.

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Holocaust Center News

● Drew University

n April 18, 2007, with 660 northern New Jersey middle and high school students, along with their teachers, the Center's Yom Hashoah Commemoration featured the film "Nicholas Winton: The Power of Good" which emphasized the remarkable rescue of 669 children from Nazi-occupied Czechoslovakia, by a then 30-year-old Nicholas Winton vacationing in Czechoslovakia, to his native Britain before the start of World War II. Having kept his daring feat a secret for almost fifty years, his memorabilia related to the rescue were accidentally discovered by his wife, disclosing that about 5,000 men, women and children owed their lives to the efforts of this one man. Its central character and hero still alive at 97, the film won the 2002 International Emmy Award for Best Foreign Documentary. Nicholas Winton has become a shining symbol of an individual's "power for good". Many student attendees got an opportunity to ask two of "Nicky Winton's kids", Ben Abeles of Princeton, New Jersey and Hanna Slome from Queens, New York, questions about their Nicky-sponsored journeys to freedom and a new life. Those not fortunate enough to have a personal encounter with the two survivors will have an opportunity to continue discussion of the film with their teachers, each of whom received a DVD of the film – along with complimentary instructional materials from the Center – now in its seventh year of providing resource materials for follow-up Holocaust education.

15th Anniversary Celebration

On October 7, 2007, the Center held a gala cocktail reception followed by a celebratory review which included Kristallnacht conferences; Yom Hashoah programs; "Conversations with Witnesses"; lecture-film series; art exhibits and musical performances; the "Perspectives on the Holocaust" – along with "Leave-a-Legacy" workshops for Survivors" culminating in the anthology "Moments in Time". Rabbi Dr. Alfred Gottschalk, Chancellor Emeritus of Hebrew Union College and one of the distinguished guest speakers, moved to the


United States after the horrors of Kristallnacht. He shared the special searing memory of having watched his grandfather wade into the icy river to retrieve bits of Torah and other architects and handing them to his grandson, saying: "Hold these close to your heart. One day, we will put them back together again." Dr. Gottschalk has dedicated his life to his grandfather's faith in a Jewish future. The afternoon's honoree was award-winning artifact and member of the Center, Gerald Gurland.

Crisis in Darfur Update

On October 23, 2007, the Center for Holocaust/Genocide Study presented Rita Zomorodi, Senior Policy Associate of the humanitarian American Jewish World Service, actively involved in bringing support to Darfur. She discussed the systematic assaults against civilians carried out by the government and Janjaweed since 2003, resulting in the loss of hundreds of thousands of civilian lives. She also reviewed the latest developments with regard to peace treaties, attacks on humanitarian aid-workers, the splintering of rebel forces and the current dire situation of the Darfuris. Darfuris are encouraged by knowing that their plight is getting international awareness. Ms. Zomorodi urged program attendees to continue to put pressure on elected officials, the United Nations and China, to achieve the halting the genocidal behaviors in Darfur.

● Mercer County

Torah Rededication

eptember 7, 2007, saw an extraordinary reunion between an 88-year-old survivor of Theresienstadt and Auschwitz, Hana Gruna and a Torah scroll from her hometown of Susice, one of 1,564 preserved at the Westminster Synagogue in London. Phil Kirschner, Commission Chair, called this historic reunion the celebration of a victory. Rabbi Norman Patz, Vice-Chair of the Commission and survivor Cantor David Wisnia, officiated at the ceremony.

Art Exhibit

October 16 – November 15, 2007, the

College hosted and cosponsored "Perspectives on the Holocaust: Women's and Children's Art and Stories" with the New Jersey Commission on Holocaust Education and the Kidsbridge Children's Museum. Free and open to the public and available for classroom visits, this unique exhibit attested to the resilience of the human spirit. Survivor artists portrayed varied experiences of women from a dozen countries who valorously survived fighting in the resistance, surviving in hiding and enduring concentration camps. The child's art work spoke about hunger, humiliation, loss and isolation.

Co-sponsoring Center Partners

Early fall 2007 marked the issuing of a document formalizing the collaboration between the New Jersey Commission on Holocaust Education, the Office of the Mercer County Executive and Mercer County Community College in supporting the activities of the Mercer County Holocaust Genocide Resource Center. The tacit understanding of details of the responsibilities of governance that have helped in the smooth operation of the Center since its establishment in 2004 have been spelled out in a specific manner for optimum accountability in the years to come.

● William Paterson University

Understanding the Genocide in Sudan

n April 18, 2007 was the date of the symposium on this timely and extremely serious problem. Co-sponsored by the New Jersey Commission on Holocaust Education and Organized by Professors Peter Stein, Aaron Tesfaye and Miriam Wahrman, the standing-room-only audience heard presentations by Panelists Professor Ali Dinar of the University of Pennsylvania (Grandson of the last Sultan of Darfur); Professor Amir Idris of Fordham University and Professor Aaron Tesfaye, who discussed the background and current status of the situation in Darfur.

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● Rutgers University Center for Jewish Life

In the fall of 2007, the Allen and Joan Bildner Center of Jewish Life and the Department of Jewish Studies at Rutgers University launched The Holocaust Studies Seminar which brings together faculty and graduate students at Rutgers and neighboring institutions with teaching and research interests in the history of the Holocaust and its remembrance. In the exploration of these topics from diverse scholarly perspectives, this forum allows colleagues to present their own research and discuss other Holocaust Studies Resources. Along with discussions of work-in-progress, they deal with recent works of Holocaust remembrance: films, exhibitions, fiction, and key works of secondary literature on the Holocaust. So far, the above seminars have included "Testimonies as Historical Documents: A View of the Holocaust from Below" presented by Omer Bartov of Brown University; "Positivist Memory: Lucy Dawidowicz and the Writing of 'From That Time and Place'" by Nancy Sinkoff of Rutgers University and "Above the Death Pits, Beneath the Flag: the Performance of Israeli Identity in Holocaust Poland" by Jackie Feldman of Ben-Gurion University.

● Richard Stockton College

Memoir Workshop

On September 26, 2007, a unique workshop sponsored by the New Jersey Commission on Holocaust Education on the use of memoirs as instructional tools to teach listening, interviewing, interpreting, researching, writing and editing skills, took place at the Townsend Life Center of the College. In her keynote address, Dr. Vera Goodkin, survivor, author and professor emerita of English literature, set the stage for two outstanding workshops and a

panel discussion that sent the enthusiastic participants home with materials ready for use in their classrooms. Workshop leaders included educators who regularly use Holocaust survivor, rescuer or liberator memoirs as part of their classroom curriculum. Stockton faculty member, Dr. Maryann McLoughlin's presentation dealt with Fanny Lesser's "Lives Entwined", with the author available to talk to attendees. Dr. McLoughlin has helped many survivors tell their stories as writer and editor, and she continues to do so. Ellin Glassband and Stacey Gasper, a West Windsor Plainsboro High School South duo team-teaching a writing course, using "First They Killed My Father", the memoir of a survivor of Cambodian genocide. Their presentation was enhanced by footage from author Luong Ung's visit to their class. The panel of experts, Doug Cervi, Evelyn Herron, Susanne Manzini and Amy Ojserkis, teachers of diverse disciplines at different educational levels, provided a powerful conclusion to a remarkable day. Workshop participants were also given time to speak to several survivor authors present and to purchase signed copies of their memoirs.

Recognition for Two of Stockton's Holocaust Resource Center authors and their books were recognized as award-winning finalists in the 2007 National Best Books Awards. Dean Dr. G. Jan Colijn and Izaak Colijn's "Ruin's Wheel: a Father on War, a Son on Genocide" placed in the History:World category. This memoir/diary begins with Izaak Colijn's World War II. Netherlands diary and ends with his son's writings about genocide prevention. "Holocaust survivors of New Jersey: Portraits of Resilience", a book of 52 portraits and life stories of Holocaust survivors of New Jersey's Atlantic and Cape May counties, edited by Dr. Maryann McLoughlin,



Dr. Ruth Gruber at the Museum of Jewish Heritage with Stockton Holocaust Resource Center student interns for fall semester 2007

Assistant Supervisor of Stockton's, Holocaust Resource Center placed as a finalist in the Photography: People category.

Memorial Lecture

Memorial Lecture featured the 69th anniversary of Kristallnacht by showing the documentary film "Resisting Forces: The Jewish Council in Enschede in 1941-43". The film deals with the courage and the activities of the only Jewish Council that resisted the Nazis. As a result, more than one third of the Enschede Jews survived, as opposed to only 20% of the rest of the population of the Netherlands.

With students, educators and community members present, Renee Sanders, director of the documentary and granddaughter of a member of the Council, introduced the film and answered questions at the end of the showing – along with Dean of Stockton's General Studies, G. Jan Colijn.

Educators received a copy of the film and a teachers' guide for use in their classrooms. The film session concluded with a lecture by Yehuda Bauer from Yad Vashem about Jewish resistance during the Shoah, followed by a question and answer period. During the full-day study tour of the Museum exhibits, the group of students and educators were guided by Dr. Ruth Gruber through her exhibit, "Photojournalism of Dr. Ruth Gruber" and heard about her rescue of the wartime refugees from Italy to Oswego, New York – as described in her book "Haven". Dr. Gruber also discussed her experiences on the ship Exodus – described in her book "Exodus 1947".

Holocaust Center News

● The Goodwin Holocaust Museum

The Betrayal of Humanity Exhibit

November 9, 2007, this most significant exhibit opened in a historic setting on the Battleship New Jersey and will remain there through June 2008. With the enormous number of visitors each day, the 14 panel depicting aspects of the Holocaust and other genocides represent a great opportunity to teach the essential lessons of combating hatred and prejudice.

Other Educational Projects

Joining forces with Camden Technical School whose special equipment allowed concentration camp liberators to sit in a classroom aboard the Battleship and share experiences with students from 5 schools across the state has become an ongoing project. With continuous positive feedback, the format has been repeated with survivors interacting with 15 schools.

Through the Eyes of a Friend combined archival footage of Holocaust projects, showing it to 350 students—followed by some of the students having lunch with the survivors in attendance.

Showing of "I'm Still Here" as part of the Jewish Community Center's Film Festival.

Guest reader program featuring volunteer readers in grades 1 – 5 to read books on prejudice and starting conversations with students about accepting people different from them.

Adopt-a-Survivor program with students pledging to retell their adoptees stories in 2045.

"Holocaust and Hope", a painting by George Ivers was acquired by the Museum through the generosity of Mrs. Ivers. Others hang in the Vatican and the White House.



● Metro West

In 2007, in addition to the regular events, which include Rubell trips to the United States Holocaust Memorial Museum; Lunch and Learn; Bagels and Books; the Reel Talks film series; the Adopt-a-Survivor and B'Nai Mitzvah Twin-with-a-Survivor programs, the Council had remounted the original exhibit "From Memory to History: Faces and Voices of the Holocaust" exhibit which had already brought thousands of visitors to the Whippany campus in the spring of 2006 for docent-led exhibit tours and Holocaust eyewitness talks. In addition, the Council helped Clifton teacher Forrest Elliott plan his Prom for Survivors and Randolph High School teacher Mercedes Ingenito organize a "Tea of Remembrance" that featured an exhibition of her students' art work.

The early fall 2007 Whitwell Tennessee "Paper Clips" trip for educators, survivors and community members was a great success, as was the "Honors and Exaltations" dinner for educators, as their special informal opportunity to share ideas. It was inspired by an Elie Wiesel comment that "teachers of the Holocaust should be honored and exalted."

The Council had also sponsored a visit to the Museum of Jewish Heritage: A Living Memorial to the Holocaust for a select group of educators as a tribute to beloved board member Cecile Seiden who passed away in June 2007. A scholarship established in her name enabled the educators to have an all-expenses paid tour of the Museum, as well as of Ellis Island.

A conference for mental health professionals was held in November as part of 2007 Kristallnacht commemoration. The speakers were Sophie Freud, Ph.D., granddaughter of Dr. Sigmund Freud and author of "Living in the Shadow of the Freuds", Dina Wardi, M.S.W., psychotherapist and author of "Memorial Candles" and Spencer Eth, M.D., of St. Vincent's Hospital and leading expert on the psychological impact of 9/11.

● Raritan Valley Community College Institute for Holocaust and Genocide Studies


On October 24, 2007, The Paul Robeson Institute for Ethics, Leadership and Social Justice presented the program "Enough, No More! Resistance to Slavery and Oppression". The keynote addresses were delivered by Mr. Giles Wright, Director of the Afro-American History Program of the New Jersey Historical Commission and by Dr. Lenworth Gunther, Founder of the Gunther Group. Mr. Wright's keynote dealt with "Pre-Civil War Protest by Slaves and Abolitionists", and Mr. Gunther's presentation explored "Just Beyond the Horizon: African Americans and the Longest Journey". Workshops included Mr. Giles Wright's "Teaching the Underground Railroad"; Evelyn S. Field's "Black Troops in the Civil War"; Irene Hall's "Alexander Hamilton: A Leader of Many Dimensions"; Alan and Judith Singer's "Using Children's Literature to Integrate African American History into Social Studies Lessons for Elementary Students".

On November 5, 2007, the Institute held an exceedingly important program entitled "Second Generation: Accepting the Legacy". High school students and educators were invited to a Learning Through Experience Seminar that gave them an opportunity to benefit from being addressed by Margit Feldman, Holocaust survivor and author of "Margit, a Teenager's Journey through the Holocaust and Beyond" and by Jerry Fowler, Staff Director of the Committee on Conscience, the United States Holocaust Memorial Museum.

On November 16, 2007, Ursula Pawel, German-born author of "My Child Is Back", offered personal testimony of having lived through Kristallnacht, a crucial point in German policy regarding the Jews, and ultimately survived the death camp, Auschwitz.


Holocaust Center News

● Cumberland County Coalition for Holocaust and Genocide Education

he Coalition had its inaugural meeting in October 2007, keynote speaker, teacher, attorney, author of a book on the legacy of Hitler and son of Holocaust survivors, Harry Furman. His "props" consisted of two large open trunks, sources of books, pamphlets and other educational materials separated into grammar school, middle school and high school resources – the tools to remember the horrors by. At the podium, Harry Furman talked about the way it used to be and expressing anxiety about the old guard of teachers committed to Holocaust and genocide education starting to retire. His was the first Holocaust-related high school class 30 years ago, "The Conscience of Man" – to create awareness of the world's atrocities. Soon this education will be in the hands of the new guard who must, above all, understand why it matters. He is convinced that it is the goal of 21st century teachers to bring their faith to the classroom door: faith in their students, faith in the process and faith in themselves. Furman's presentation, "Teaching Contemporary Genocides and the Holocaust: An Examination of Moral Behavior" focused on continued educational efforts in the face of curricular and social change. The audience, composed mostly of teachers, sat in the Cumberland County College conference room and participated in two workshops: one involving Holocaust survivors Myer and Nella Glick, and the other on a present-day genocide taking place in Darfur. Myer indicated the Holocaust must be taught to debunk the deniers. Joyce Powell, New Jersey Education Association President added the Holocaust must be taught to students, also exposing them to other genocides past and present, so that ignorance is no longer an option. Harry Furman, who is afraid that some teachers have become complacent about teaching

the Holocaust or any other genocide because we live in a world where ordinary people kill each other in incomprehensible numbers, feels that is all the more reason to keep teaching about man's inhumanity to man.

● Seton Hall Department of Jewish-Christian Studies

n March 21, 2007, during a Teachers Study Day, the topic "Chinese and Jews under Japanese occupation drew 70 participants. Speakers included Dr. David Kranzler on the Jews in Shanghai, Dr. Edwin Leung on the Japanese invasion of China and Dr. Shigeru Osuka on Japanese attempts to control Buddhist monasteries.

Ramapo *(continued from p.3)*

The April 25, 2007 Yom Hashoah Commemoration, in collaboration with Temple Beth Haverim of Mahwah, gave Ms. Lola Kaufman of New York City an opportunity to chronicle her Odyssey in hiding after the murder of her parents in 1942. Only eight at the time, she was forced to hide in a cramped hole underneath the barn, a hiding place from which she was later evicted. With the help of Russian soldiers, she found an uncle with whom she emigrated to the United States in 1951. The summer dress she wore during her entire ordeal is now in the permanent collection of the United States Holocaust Memorial Museum, symbolizing the fate of children of the Holocaust – most of whom were not fortunate enough to survive. The choir of Beth Haverim, the Ramapo Chorale and the Cantata Nova of Ramapo College performed at the commemoration.

On March 29, 2007, before an audience of about 260 students, faculty and

community members, noted historian and visiting associate professor of history at the University of Minnesota, Taner Akcam linked Armenian genocide to Ottoman Turkey's population policy implemented on the eve of World War I. to maintain Turkish hegemony over an endangered empire. One of the first Turkish academics to acknowledge Armenian genocide, Dr. Akcam wrote a book entitled *A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility*. According to him, the Turkish government adopted a policy of "ethnic cleansing", resulting in the first 20th century genocide in which more than one million men, women and children perished through organized killing, rape and deportation. Akcam further put to rest the Turkish claim of having set aside funds to compensate Armenians for their losses. Documents he discovered reveal the creation of a smoke screen to hide persecution and expropriation. Born in Turkey in 1953m Professor Akcam, editor-in-chief of his school's journal, was arrested in 1976 and sentenced to ten years of imprisonment. Adopted by Amnest Internation as the first "prisoner of conscience" he escaped to Germany where he received political asylum. His 1996 doctoral dissertation was entitled *The Turkish National Movement and the Armenian Genocide Against a Background of Military Tribunals in Istanbul Between 1919 and 1922*.

On April 26, 2007, local scholar and author, Professor Steven P. Remy of Brooklyn College and the Graduate Center of the City University of New York spoke about his recent book, *The Heidelberg Myth: The Nazification and Denazification of a German University*, offering a sobering account of the German academic community from 1933 – 1957. He offered a remarkable description of how willingly most of the professoriate embraced Nazi ideology and policy and – when the time came – portrayed themselves as unpolitical and uncorrupted by the nationalism, authoritarianism and racism of the Nazi years. As a result, denazification was resisted and compromised scholars remained in or were restored to their former positions.

Anniversary *(continued from p.1)*

Colleen Tambuscio, an exceptional teacher from New Milford High School, retraced her steps en route to increased understanding of the Holocaust through a period of study at Yad Vashem. Each summer, she now takes a group of her students to the camps. Upon their return, they write reaction papers about their thoughts and feelings. These essays are gathered in an annual publication. One of her students, Michael Kontomanolis, a sensitive and articulate young man, also shared his impressions with the audience.

In his keynote address, Governor Kean spoke about his appreciation for the lessons of history as a teacher, a politician and a private citizen. As a result, he said he still marvels at how much more appropriate the lessons of World War II. are today. The Nazi regime was a classic example of total power over modern technology and engineering, advances in science, medicine and the arts – all with perfect record keeping. Studied in a broader sense, it is a global lesson as we watch the situation unfold in China and other places in the world. Our fear of a powerful state is being replaced by our fear of a religion.

We should recognize that, while history changes in many ways, personal integrity

and individual courage remain the same. The rest of the Governor's address was a virtual "call to moral and ethical arms". He reminded his audience that while Raoul Wallenberg was not a statesman, he made a decision at great personal peril and put it into history as an example to us. He used the tools of his diplomatic post to save lives. How do we apply his system now? Three quarters of a century after Raoul Wallenberg, the lessons of the Holocaust appear less than helpful. Ethnic cleansing is alive and well. We saw it in Bosnia – feared it in Haiti and Somalia. Annihilation of life and culture goes on. Where are the people with moral commitment? Why the silence, inaction and complacency? We cannot claim ignorance. Do we sink into depths of degradation out of numbness?

If we heed the lessons of Wallenberg, any executive can use power in a positive way to respond to ethnic cleansing. Where is the courage needed to take an ethical position? Was Wallenberg unique? Can another Wallenberg emerge? With the world more sealed, and technology so much better, perhaps even he could not succeed today. We need to see whether challenging ourselves to action will work. Can we emulate ethical courage? Those with courage go around obstacles. We must look within ourselves for courage and creativity. If we cannot find

them, Governor Kean concluded, we are in trouble.

Is it any wonder that this man, with generations of Kean family humanitarians before him, can see hope for a better future only through prejudice reduction education?

Dr. Paul Winkler, Executive Director of the Commission, who continues to put his heart-and-soul into promoting its goals, aspirations and activities, was thanked for his untiring efforts on behalf of the Commission and Holocaust education, complimented on his tremendously successful work and presented with an award. He then mentioned some of the Commission's current activities in bringing students and survivors together. These include the Adopt-a-Survivor program which culminates in the student's promise to tell "his" or "her" survivor's story in 2045; biographical essays gleaned through personal contact published for future reference and portraits of survivors drawn or painted by students while they get acquainted with their "model". Dr. Winkler concluded the program with brief remarks about the future of Holocaust Education, emphasizing his hope that these projects will not be a footnote, but rather part of a continuous effort to root out prejudice by the next generations because they care – until such time as humanity has learned the lessons of the Holocaust.



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